

Inspection of Bridport Primary School

St Andrew's Road, Bridport, Dorset DT6 3BJ

Inspection dates: 7 and 8 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Bridport Primary is a happy and welcoming place. Leaders have high expectations for pupils, including those with special educational needs and/or disabilities (SEND). Most pupils, including children in the early years, strive to live up to these expectations. Pupils are determined to try their best. They achieve well in many areas of the curriculum.

There is a shared commitment to include everyone. Pupils value this highly. Pupils understand that differences are reasons to celebrate. If pupils need individual emotional or well-being support, there are trained staff at hand to help them. Pupils know that being both mentally and physically healthy is important for their success.

Pupils behave well during lessons and at social times. They are polite and respectful to each other and adults. Pupils say that when bullying happens, teachers sort it out quickly. Pupils learn well in a calm and happy atmosphere. Pupils say they feel safe in school.

Pupils develop their leadership skills through a range of opportunities. For example, as a peer mediator, junior governor or librarian.

What does the school do well and what does it need to do better?

Leaders have designed a broad and ambitious curriculum for pupils. This begins in the early years. Leaders ensure that pupils build their knowledge and skills gradually over time. For example, children in the early years develop a secure understanding of the value of a number. Older pupils solve problems involving fractions and percentages. However, in some subjects, leaders do not precisely identify the essential knowledge that pupils need to learn. When this occurs, pupils do not remember the curriculum's content. In a few subjects, leaders do not know how well pupils have understood what they have been taught.

The curriculum for early reading is clearly sequenced. Pupils enjoy reading. They become confident and fluent readers. Teachers follow the same routines in lessons and repeat important knowledge often to help pupils to learn. The books that pupils use to learn to read are well matched to their phonic knowledge. Leaders and teachers check that pupils retain the phonic knowledge that they should. They provide extra support and time for pupils who find this harder.

Leaders ensure that pupils with SEND receive the support they need to learn well. Teachers receive training that helps them to understand pupils' additional individual needs. Teachers adapt their teaching and learning activities to meet pupils' needs well. This helps to ensure that all pupils complete the same curriculum.

Pupils are polite and considerate towards each other and their teachers. Staff consistently and effectively manage and support pupils' behaviour. Pupils who

struggle to manage their own behaviour receive appropriate support from staff. During lessons, pupils' learning is rarely disrupted. Leaders keep a close eye on pupils' attendance. The rate of absence of some pupils remains too high. Leaders are taking action to improve attendance.

Pupils' personal, social and emotional development is an emerging strength of the school. In the early years, children complete independent activities with confidence and curiosity. Pupils learn about different cultures, diversity, different types of family and the importance of democracy and the rule of law. Trips and visits enrich and enhance pupils' learning. By Year 6, they have a good understanding of the Equality Act and most protected characteristics. Pupils understand that people should not be treated differently because of these.

Pupils take on responsibilities and make a genuine difference to school life. There are many opportunities for pupils to develop their interests and talents. These include music, sports and first-aid clubs. Pupils are inspired when learning about significant people. They know about career opportunities and have high aspirations for their own futures.

Trustees and leaders from the multi-academy trust know the school well. They provide effective support and challenge for school leaders. Staff value the training that they receive from the trust to develop professionally. They appreciate that leaders are considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure staff are alert to the signs that a child may be at risk. All understand their role to keep pupils safe. Staff take part in regular training to help recognise pupils at risk of harm. Staff are vigilant. Record-keeping is thorough and appropriate.

Leaders are committed to supporting families and to deal with any concerns quickly. When early support is required, leaders are tenacious in gaining help for pupils. Leaders work closely with external agencies to get the right help for families.

The curriculum provides ways for pupils to learn how to stay safe, including online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject curriculums are not as well developed as others. The exact knowledge that leaders want pupils to know is not precise enough. This means

that pupils do not learn the subject's essential knowledge. Leaders should ensure that teachers know the important content to teach, so that pupils learn well.

- Sometimes, assessments do not check how well pupils understand and remember subject-specific knowledge and skills. As a result, pupils do not build on what they know. Leaders must ensure that assessment checks how securely pupils have acquired specific knowledge and skills, so that the curriculum is adapted accordingly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	142690
Local authority	Dorset
Inspection number	10256700
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	Board of trustees
Chair of governing body	Mike Young
Headteacher	Michaela Kite
Website	www.bridportprimaryschool.co.uk
Date of previous inspection	19 and 20 March 2019, under section 5 of the Education Act 2005

Information about this school

- The school joined Initio Learning Trust in February 2023, following the merger of two multi-academy trusts.
- The headteacher started in her post in September 2019. There have also been other changes to the leadership of the school.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with leaders, including the headteacher, the deputy headteacher, the special educational needs coordinator and the lead for the early years. They also spoke to staff and pupils.

- Inspectors met with members of the governing body and representatives from Initio Learning Trust, including the chief executive officer.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work. Inspectors also looked at a range of other subjects.
- The lead inspector listened to a selection of pupils read to a known adult.
- To inspect safeguarding, inspectors checked the single central record of recruitment checks, talked to leaders responsible for safeguarding and checked records relating to safeguarding. Inspectors also talked to a range of staff and pupils.
- Inspectors reviewed a range of documentation, including the leaders' evaluations, improvement plans, minutes of local governing body meetings and information about the school's curriculum.
- Inspectors reviewed responses to Ofsted's online questionnaire for parents, Ofsted Parent View, including free-text responses. Responses to the staff survey were also considered.

Inspection team

Paul Walker, lead inspector	Ofsted Inspector
Lizzie Lethbridge	Ofsted Inspector
Demelza Bolton	Ofsted Inspector

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